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ABSTRACT

Evaluation of Austin Independent School District's 1975-76 Title I program served three basic functions: accountability, process evaluation, and program planning. The program consisted of five components: more effective learning in basic skills, guidance and counseling, parental involvement, and two small non-public school components. Major objectives were to: improve Kindergarten students' knowledge of basic concepts, the vocabulary and reading comprehension of first through fourth grade students, and students' language and mathematics skills; improve chronic student absenteeism; increase acceptable student social behavior and attendance; increase parental support; assist parents in obtaining social services. Of the 4,800 students participating in the program, 90% were minority students. Evaluation data were gathered from standardized tests (the California Achievement Test and the Boehm Test of Basic Concepts) and teacher ratings of students' behavior using a normed classroom behavior checklist. Findings included: there was no evidence in either short or long-term studies of reading achievement to indicate that the relatively unique reading programs at individual schools had any consistent effects on achievement; the average grade equivalent months gain per month of instruction was approximately .69 to .76 at second and third grade and between .3 and .6 at fourth grade; there was no evidence that counseling affected students' acceptable classroom behavior or attendance. (NQ)

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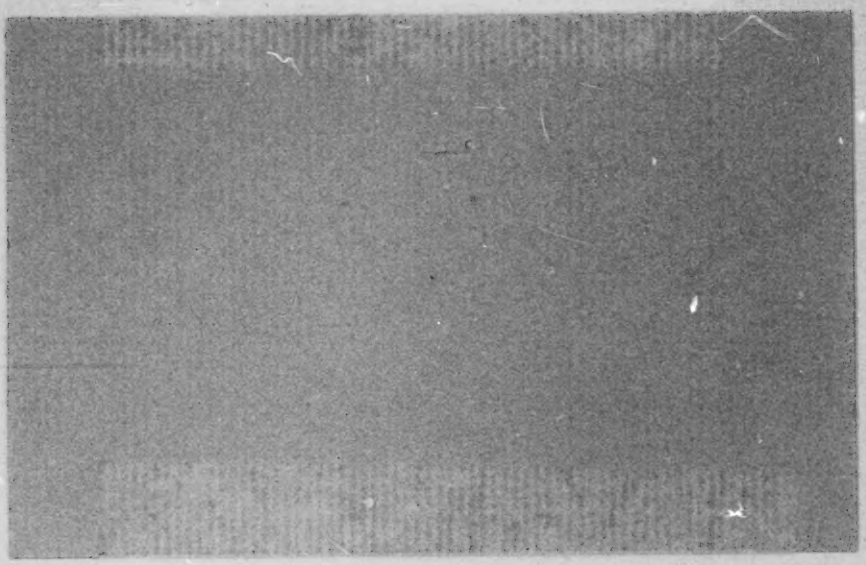

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FINAL REPORT

1975-1976

ESEA Title I Project
June 30, 1976

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ESEA Title I Project
Austin Independent School District

1975-1976

TITLE I SCHOOL PRINCIPALS

School	Principal
Allison	Miguel De Los Santos
Becker	Edith Mullins
Blackshear	Sylvia Little
Brooke	Anita Stipnieks
Campbell	Luther Simond
Dawson	Elizabeth Hampton
Govalle	Carmen Gamboa
Maplewood	Lorraine Phillips
Mathews	Daniel Akery
Metz	Jose Flores
Norman	Malon Allen
Oak Springs	Laurie Jones
Ortega	Alexander Salone
Palm	Andrew Guerrero
Ridgetop	Gilbert Cantu
Rosedale	Roberta Hartung
Rosewood	Laurie Jones
Sims	Roosevelt Thomas
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A Technical Report which presents more detailed data collected during the evaluation of this project is on file in the Office of Research and Evaluation and a copy has also been placed in the AISD Professional Library.

I
ABSTRACT

EVALUATION OF TITLE I, 1975-76

Description of Program

Austin Independent School District's 1975-76 Title I program provided for the unique learning needs of educationally disadvantaged students in schools having a high concentration of children from low-income familes. The program consisted of five components: More Effective Learning in Basic Skills funded at approximately $490,000, Guidance and Counseling funded at approximately $180,000, Parental Involvement funded at approximately $80,000, and two small non-public school components together funded at approximately $12,500. The major objectives of the Basic Skills Component were to improve Kirdergarten students' knowledge of basic concepts and to improve the vocabulary and reading comprehension of first through fourth grade students. The Guidance Component had as its major objective to increase acceptable student social behavior and attendance. For the Parental-Involvement Component the objectives were to increase parental support, to improve chronic student absenteeism, and to assist parents in obtaining social services. The small Non-Public School Component aimed at improving students' language and mathematics skills.

Approximately 4800 AISD students, about 90% of whom were minority students, participated in the Title I Program. They were selected from Kindergarten through fourth grades at Allison, Becker, Blackshear, Brooke, Campbell, Dawson, Govalle, Maplewood, Mathews, Metz, Norman, Oak Springs, Ortega, Palm, Ridgetop, Rosedale, Rosewood, Sims, and Zavala Elementary Schools.

Evaluation Purpose

The purpose of the evaluation was to provide decision makers with information to assist them in finding better educational methods and processes for Title I students. Specifically, the evaluation was designed to serve three basic functions: accountability, process evaluation, and program planning.

Evaluation Activities

The Title I Evaluation Staff gathered data from a variety of sources. Standardized test data were collected from Title I students using the California Achievement Test and the Boehm Test of Basic Concepts. Teacher ratings of Title I students' behavior were collected from selected Title I teachers using the Devereux behavior checklist (a normed classroom behavior checklist).

These data were analyzed to provide the program staff with information to assist them in finding ways to improve implementation. The data also provided the Austin Independent School District and the Texas Education Agency with information for making decisions about necessary changes in AISD's Title I Program.

The Title I Evaluation Staff consisted of a senior evaluator, two process evaluators, a data specialist, and a secretary. Evaluation activities were funded at about $71,000.

Evaluation Findings

There was no evidence in either short or long-term studies of reading achievement to indicate that the relatively unique reading programs at individual schools had any consistent effects on achievement.

The average grade equivalent months gain per month of instruction was approximately .69 to .76 at 2nd and 3rd grade and between .3 and .6 at 4th grade.

While teachers and principals viewed Title I counselors as very useful, there was no evidence that counseling affected students acceptable classroom behavior (Devereux scale) or attendance.

Again while principals, teachers, and parents view Community Representatives as useful, there was no evidence that parent support improved as a result of service.

The district PAC had about a 30-40% attendance rate and was viewed positively by its members; the local PACs suffered from lack of membership.

Administrative problems (communication, coordination, responsibilities...) remain with the organizational structure of Title I in AISD.

While summer school staff saw benefits to Title I students from attending summer school, there was no evidence that the 1974 Summer School increased Title I students' reading achievement.

All Title I instructional staff members were seen by non-Title I personnel as providing essential services to the schools.

The ethnicity of the Title I counselors was not found to be an important variable in counselor effectiveness.

II
DECISION QUESTIONS ADDRESSED

INTRODUCTION

Decision questions for an evaluation are formulated by the decision makers involved, with technical assistance from the evaluation staff during the design phase of the evaluation. Evaluation then serves the decision making process by providing information relevant to those questions and assisting the appropriate administrators to arrive at recommendations concerning the decisions. Ultimate responsibility for making the decisions always rests with the decision makers charged with the responsibility.

The decision questions for the Title I evaluation were based on previous years' designs after extensive discussion with the Title I coordinators and other staff involved.

This section of the report provides a summary of the information contained in the body of the report. For more detail on the findings reported here, refer to specific evaluation questions where the findings are presented in greater detail.

For the 1975-1976 school year a different procedure has been adopted regarding the recommendations. Formerly the ORE staff made recommendations based on their perceptions of the evaluation findings. This year the policy adopted in AISD is for ORE to provide the relevant decision-makers and administrators in the district with a copy of the decision questions and evaluation findings. These administrators will have responsibility for making recommendations which will be forwarded to the Board of Trustees along with the final report. The Title I decision questions follow.

A. SYSTEM-LEVEL QUESTIONS

1. Should AISD operate the Title I remedial reading program through one or another of the currently used approaches, or through some other approach not currently used in the AISD Title I program?

   RELEVANT FINDINGS:

   Each Title I school has a different set of reading programs and materials, drawn from various sources; thus each school is in essence a unique program. There was no evidence in either short-term or long-term study of reading achievement indicating that schools (i.e., programs) differed in growth in achievement. The effects observed simply could not be attributed to differences in programs.

The evidence on the California Achievement Test in reading vocabulary and reading comprehension subtests is that given the current programming one can expect gains in achievement on the order of about.69 to .76 grade-eqivalent months per month of instruction in second and third grade, but only about .3 to .6 at fourth grade.

RECOMMENDATIONS:

This year recommendations will be made by the appropriate administrative staff.

2. Should the guidance component of the Title I program be modified.

RELEVANT FINDINGS:

The objectives of the Guidance Component were to improve acceptable classroom behavior and attendance of Title I students.

There was no increase in the acceptable classroom behavior of students served on any of the Devereux Elementary School Behavior Rating Scale's eleven subscales (See evaluation question 5).

It was found that the counselors' ethnicity, whether different or the same as their students, did not affect relative changes in acceptable student behavior (See evaluation question 25).

According to all the teacher groups interviewed, teachers believe that counselors served a useful purpose (See evaluation question 7).

All the principals with Title I counselors believe that their counselor provided an essential service (See evaluation question 7).

According to attendance data available there was no increase in attendance of Title I students. (See evaluation question 5).

RECOMMENDATIONS:

To be made by the appropriate administrative staff.

3. What changes should be made in the Parent Involvement component?

RELEVANT FINDINGS:

The major objectives of the Parent Involvement component were to increase parental support in the education of their children and improve the attendance of Title I students who are chronic absentees. The results on the Parent Survey indicate parental support did not increase over the course of the time parents received services. Since chronic absentees were never identified, it could not be ascertained if their attendance improved.

The PAC Survey revealed that local PAC members (11 out of 19) believed their local PAC was ineffective. While district PAC members felt that attending the district meetings were worth the time and trouble (15 out of 19) and informative (14 out of 19), only about one-third of members attended the meetings.

According to principals, teachers, and the parents themselves Title I parents benefit from the work done by Community Representatives.

RECOMMENDATIONS:

To be made by the appropriate administrative staff.

4. How should the administrative function of the Title I program be structured?

RELEVANT FINDINGS:

Title I principals found problems in coordination and communication between Title I and other AISD programs. Additionally, principals felt that the lines of authority and responsibility were vague.

The Title I Administrator found problems in the central administrator's role, schools deviating from the guidelines, and lack of communication between Title I and other departments.

The biggest problem perceived by Title I supervisors was the lack of coordination at the campus level between district and Title I personnel.

RECOMMENDATIONS:

To be made by the appropriate administrative staff.

5. Should the Title I Summer School program be continued, modified, or discontinued?

RELEVANT FINDINGS:

A study comparing students participating in the 1974 Title I Summer School with non-participants found no evidence that the participants benefited using California Achievement Test reading scores as the criteria (See evaluation question 15).

All 30 staff members of the 1975 Title I Summer School believed that the Title I Summer School should continue. The Summer School Staff believed that the greatest area of benefit was in social studies achievement and related affective areas: social behavior, self-concept, and attitude toward school. The staff saw relatively less benefit in the area of reading and much less in the area of mathematics. The overall rating for the adequacy of implementation of the different summer school components was "Mostly Adequate".

RECOMMENDATIONS:

To be made by the appropriate administrative staff.

B. PROGRAM-LEVEL QUESTIONS

1. Should the current emphasis of acquisition of basic concepts in the Title I kindergarten program be continued?

   RELEVANT FINDINGS:

   Scores from a sample of students give the Boehm Test of Basic Concepts related moderately well to their scores on the Metropolitan Readiness Test (MRT) in first grade the following year. However, the relationship between Boehm scores at the end of kindergarten and the MRT is about equal to the relationship between Boehm scores at the beginning of kindergarten and the MRT.

   RECOMMENDATIONS:

   Recommendations to be made by the appropriate administrative staff.

2. Should the manner in which Title I instructional staff are used be modified?

   RELEVANT FINDINGS:

   All the Title I Instructional staff members (Learning Coordinators, Reading Teachers, and Instructional Aides) were seen by school personnel and other Title I personnel as providing essential services to their individual Title I programs.

   The Learning Coordinators indicated spending a large portion of their time in direct instruction of students and little time in classroom observations or in consultation with teachers.

   The Reading Teachers wanted more freedom in adapting their program to their individual school's need.

   Most of the Instructional Aides indicated spending 75% or more of their time in direct instruction. Fifty-eight percent of the aides saw a need for more training.

   RECOMMENDATIONS:

   To be made by the appropriate administrative staff.

3. What types of preservice and inservice training should be provided and/or required for Title I Instructional Staff?

RELEVANT FINDINGS:

All Title I instructional staff (Learning Coordinators, Reading Teachers, and Aides) see a need for futher training related to the context of their job - teaching reading. In addition, aides see a need for classroom management skills, and Learning Coordinators see a need for supervisory and clerical skills to assist with their paperwork and management responsibilites.

RECOMMENDATIONS:

To be made by the appropriate administrative staff.

4. To what extent should improvement of self-concept be maintained as a goal of the Title I Program?

RELEVANT FINDINGS:

Self-concept as measured by the Piers-Harris instrument was not found to correlate with reading achievement for the sample examined.

RECOMMENDATIONS:

To be made by the appropriate adminstrative staff.

5. In what ways can Title I counselors best be utilized?

RELEVANT FINDINGS:

There is a striking consistency among principals, counselors, and teachers in the way they view the counselor role. Activities cited as desirable, but not currently being carried out by couns included: Keeping data on students with special talents, interpreting tests results to students, and coordinating elementary and secondary services. The overall impression, however, is that the Title I counselors were perceived as already appropriately used.

The joint presence of both a Title I and an AISD counselor in the schools does not present great problems, and may be advantageous, according to the Title I counselors.

RECOMMENDATIONS:

To be made by the appropriate administrative staff.

6. Do counselors need more preparation for dealing with children from cultures which may be different from their own?

RELEVANT FINDINGS:

Results on the Deveruex Elementary School Behavior Rating Scale demonstrated ethnicity of the counselor is not related to any relative changes in acceptable student behavior.

All 14 Title I counselors reported feeling comfortable working with students and parents from cultures which may be different from their own.

Although counselors would like to know more about other cultures, they do not perceive this as a need in relating to students from the different cultural backgrounds.

RECOMMENDATIONS:

To be made by the appropriate administrative staff.

C. FEDERAL/STATE LEVEL QUESTIONS

1. Should the AISD Title I program be continued, modified, or discontinued?

   RELEVANT FINDINGS:

   At the kindergarten level the instructional component met its objective: student gains in their knowledge of basic concepts exceeded the criterion. The Instructional Component nearly met its reading vocabulary and reading comprehensions objectives at first, second, and third grade levels. At the fourth grade level the Instructional Component definitely did not meet its reading objectives.

   Neither the Guidance nor the Parental Involvement components met their objectives. Students served did not improve in either acceptable classroom behavior or in attendance and parents' support of the school did not increase as a result of services.

   RECOMMENDATIONS:

   To be made by the appropriate administrative staff.

2. Should the requirement that students must be served in an instructional component before they may receive Title I support services be continued?

   RELEVANT FINDINGS:

   Accoring to the six Title I counselors who were the only data sources, there are significant problems encountered in working with this as a requirement. One of the primary problems is the difficulty in relationships with school personnel that this guideline creates; counselors must refuse service to some children clearly needing it, for what can seem like arbitrary reasons.

III

PROJECT DESCRIPTION

A. PROGRAM DESCRIPTION

The ESEA Title I Program in the Austin Independent School District is a continuing program supported by funds from the Department of Health, Education, and Welfare through the U.S. Office of Education under the Elementary and Secondary Education Act. For the 1975-76 school year about $850,000 out of an approved $1.1 million had been encumbered as of May 31. The purpose of ESEA Title I is to provide for the unique learning needs of educationally disadvantaged students in school attendance areas having high concentrations of children from low-income families. Title I programs are designed to be part of an overall compensatory education program involving the use of resources from multiple programs and agencies. Title I is definitely intended to provide supplemental assistance over and above the regular school program.

Participation of schools in the Title I program is determined by both economic and educational criteria. Schools which have a higher concentration of low-income families than the district average are eligible to receive Title I services. It is not necessary to serve all eligible schools. In fact, Federal guidelines for Title I programs are clear that Title I services are to be concentraed in those areas with the greatest educational need, rather than spread among all economically eligible schools. Each eligible campus reports the number of students at each grade level who meet the educational criteria (for example, reading one or more years below grade level). These reports, along with standardized test results and other available information, are used to determine which campuses and grade levels can be served with the funds that are available. Once the actual schools and grade levels to be served have been selected, participation of individual students in the Title I program is determined on the basis of individual educational requirements established for each grade level. The number of students at each grade level who participated in the 1975-76 Title I program are reported in Table III-1.

The majority of the Title I monies go to direct instruction and services. The staffing of Title I during the 1975-76 school year varied at different grade levels. In kindergarten, the program employed instructional aides to assist classroom teachers in developing oral language and basic concepts acquisition. In the elementary grades, Learning Coordinators and Reading Teachers were assigned to each campus served. They had responsibility for identification, diagnosis, prescription, treatment, and periodic evaluation of the Title I students.

Although many children with less severe reading difficulties were served primarily through the regular classroom teacher, the major portion of the program, especially for students with more severe reading difficulties, was conducted through intensive work in reading labs.

Besides instructional staff, support staff are also funded under Title I. Guidance Counselors assisted Title I students in developing skills necessary for adequate functioning in the personal-social, educational, and vocational areas through individual or group counseling, consulted with parents and school staff, coordinated various activities associated with the adjustment, testing, and orientation of students. Community Representatives working under the direction of a Parent Activities Specialist worked toward improving the relationship between home and school for families of Title I students. In addition, the Title I program had a central administrator who was responsible for coordinating the planning of the Consolidated Application, budgeting the Title I program and disseminating information regarding all areas of the Title I program. The staffing patterns within each school for 1975-76 are reported in Table III-2.

Evaluation of the program was conducted to meet federal requirements and to provide information for planning and implementing the program and discovering the relative merits of alternative approaches to programming. The programming for 1975-76 was organized into components.

The Title I program as implemented during the 1975-76 school year was built around program components. Descriptions of these components are presented below.

Instructional Component

The major objective of the instructional component was improving Title I students' reading skills as measured by the vocabulary and comprehension subtests of the California Achievement Tests. An additional objective, at the Kindergarten level, was improving Title I students' basic concepts as measured by the Boehm Test of Basic Concepts.

Table III-1: GRADE LEVEL AND ETHNICITY OF STUDENTS WHO PARTICIPATED IN THE 1975-76 TITLE I PROGRAM.*

Grade Level	American Indian or Alaskan Native	Asian or Pacific Islanders	Black (Not of Hispanic Origin)	Hispanic	White (Not of Hispanic Origin)	Total
K	1	3	387	472	69	932
1	1	6	383	527	105	1022
2	1	2	433	511	105	1052
3	0	8	353	466	86	913
4	0	0	406	445	56	907
Total	3	19	1962	2421	421	4826

* Data reflect latest service records available.

Table III-2: 1975-76 TITLE I PROGRAM STAFFING

School	Learning Coordinator	Reading Teacher	Instructional Aide	Guidance Counselors	Community Representatives	Total Instructional Staff	Total Support Staff	Other Staff
Allison	1	2	7	1	1	10	2	
Becker	1	2	3	1	1	6	2	1 Administrator
Blackshear	1		5	1	1	6	2	
Brooke	1		5	1	1	6	2	1 Supervisor of Learning Coordinators and Aides
Campbell	1	2	4	1	1	7	2	
Bryson	1					1		
Govalle	1	2	6	1	1	9	2	1 Supervisor of Guidance Counselors
Maplewood	1		2	1	0.5	3	1.50	
Mathews	1			1		1	1	1 Supervisor of Community Representatives
Metz	1	2	5	1	1	8	2	
Norman	1	1	1		1	3	1	
Oak Springs**	1	2	1	0.75	1	4	1.75	3.25 Instructional Administration Clerks
Ortega	1		4	1	1	5	2	
Palm	1	2	2	1	1	5	2	
Ridgetop*		0.5				0.5		
Posedale*		1				1		
Rosewood**		1		0.25	1	1	1.25	
Sims	1	1	3	1	0.5	5	1.50	
Zavala	1		5	1	1	6	2	
Total	16	18.5	53	14	14	87.5	28	

* Added midyear
** Combined under one principal

An underlying premise of these two objectives was that problems in reading experienced by Title I students were not due to deficiencies in teaching, but rather due to deficiences in Title I students' experiential base. They come to school with deficiences causing them to be unprepared to face school demands. The focus of this component, therefore, was to provide the Title I students, as early as possible, with thinking and communication skills.

Since effective program implementation depends upon planning, workshops were held in July and August for principals and administrators working in Title I schools. The purpose of these workshops was to familiarize the principals and administrators with the guidelines, the application process, and all other facets of the Title I program so that they could plan and run an effective program.

Some of the strategies called for to accomplish objectives of this component included (1) equipment and materials designed for diagnostic and prescriptive instruction, (2) corrective reading instruction (3) personalized learning plans for all Title I students, (4) program evaluation, (5)follow-up services on the development of basic concepts in language skills (6) guidelines for program implementation, (7) giving school options of using the laboratory or other approaches, (8) a team approach to diagnosing, prescribing, organizing and planning for instruction, (9) use of aides.

The following were the specific instructional-component outcome objectives:

(1) Upon completion of the 1975-76 school year, the Title I participants on the kindergarten level will demonstrate a comprehension of basic concepts by scoring an average of 6.5 points gain between pre-post-test administration of the Boehm Test of Basic Concepts.

(2) Upon completion of the 1975-76 school year, the Title I participants on the first grade level will demonstrate a basic knowledge of vocabulary by scoring an average grade equivalent within one month of that expected for students in the eighth month of first grade as measured by a single administration of the California Achievement Test (Vocabulary Subtest) in April, 1976.

(3) Upon completion of the 1975-76 school year, the Title I participants on the first grade level will demonstrate a comprehension of words and sentences in reading by scoring an average grade equivalent within one month of that expected for students in the eighth month of first grade as measured by a single administration of the California Achievement Test (Comprehension Subtest) in April, 1975.

(4) Upon completion of the 1975-76 school year, the Title I participants on the second, third, and fourth grade levels will demonstrate a basic knowledge of vocabulary by scoring an average .8 months grade equivalent gain per month of instruction as measured by pre-and post-test administration of the California Achievement Test (Vocabulary Subtest) in April, 1975, and April, 1976.

(5) Upon completion of the 1975-76 school year, the Title I participants on the second, third, and fourth grade levels will demonstrate a comprehension of words and sentences in reading by scoring an average .8 months grade equivalent gain per month of instruction as measured by pre-and post-test administrations of the California Achievement Test (Comprehension Subtest) in April, 1975, and April, 1976.

The 1975-76 budget of the instructional component follows:

Area of Expenditure	Title I Funds
Payroll Costs: Instruction	$288,742.52
Instructional Related	$164,344.94
Pupil Services	2,645.95
Materials and Supplies: Instruction	35,192.06
Pupil Services	100.52
Purchased and Contracted Services	271.94
Other Operating Expenses	166.42
TOTAL	491,454.35

Guidance and Counseling Component

The objective of the guidance component for the 1975-76 school year was to increase acceptable behavior and attendance of the Title I students. The component was designed to give Title I students skills necessary for adequate functioning in the personal-social, educational, and vocational domains. The program was based on the assumption that teachers are the most crucial agents of change for the child within the school and that parents are the most crucial agents within the home.

Counselors were assigned to Title I schools. These counselors provided services to identified Title I students who were receiving direct instructional services. The counselor provided services in three areas: counseling, consultation, and coordination. The counselor counseled students individually and in groups; the counselors consulted with principals about school-centered behavior problems, with individual teachers and/or groups of teachers about classroom management techniques, with parents about tests results or home-related problems, with students about problems or test results, and with A.I.S.D. support staff and community agency personnel about all aspects of school-centered problems. The counselor coordinated local support team meetings on many needs of Title I students. A supervisor of Title I counselors was in charge of the Title I Guidance Program. The Supervisor's duties included providing orientation sessions for new Title I counselors, making periodic observations of the counselors at work, maintaining a record-keeping system for services being rendered to Title I students, and providing staff development and inservice activities.

The following were the specific guidance-component outcome objectives:

(1) 75% of the identified Title I students who receive guidance services will demonstrate an increase in acceptable social behavior as indicated by pre-and post-ratings by their regular classroom teacher on a behavior checklist (instrument to be selected);

(2) Title I students, in at least 60% of the Title I schools will demonstrate a 1% increase in attendance rate in Spring, 1976, over that of Spring, 1975.

The 1975-76 budget of the guidance-component follows:

Area of Expenditure	Title I Funds
Payroll Costs: Instruction	174,494.32
Instructional Related	
Pupil Services	
Materials and Supplies: Instruction	889.22
Purchased and Contracted Services	437.75
Other Operating Expenses	1,018.65
TOTAL	181,485.17

Parental Involvement Component

The objectives of this component were to increase Title I parental support, improve the attendance of chronically absent Title I students, and to help parents in obtaining community social services. Fourteen Community Representatives were assigned to the schools. Their duties included to act as liaisons between home and school, promote greater involvement of the Title I parents in school activities, make parents aware of community services available to them, keep records on chronically absent students, contact PAC representatives about the district-wide Parent Advisory Council (PAC), and report on the services rendered. A Parent Activities Specialist supervised the 14 community representatives. The Parent Activities Specialist provided inservice for the communtiy representatives and monitored the community representatives work. The other major responsibilites of this supervisor were to assist principals in organizing local PACs and to coordinate Title I parent programs with other Title I programs and personnel.

The following were the specific parent-involvement component outcome objectives:

(1) 60% of a random sample of parents of Title I students will demonstrate increased support of Title I students' endeavors, as indicated by pre-and post-ratings on a Parent Questionnaire administered in October 1975, and May, 1976 (Instrument to be selected).

(2) 60% of chronically absent (defined as four or more absences during the first nine weeks) Title I students with whom community representatives work will demonstrate improved attendance, as indicated by missing no more than one-half as many days during the second and each succeeding nine weeks period.

The 1975-76 budget of the parental involvement component budget follows:

Area of Expenditure	Title I Funds
Payroll Costs: Instruction	-0-
Instructional Related	-0-
Pupil Services	$75,898.05
Materials and Supplies: Instruction	1,266.43
Pupil Services	
Purchased and Contracted Services	3,023.93
Other Operating Expenses	2,513.58
Community Services	
TOTAL	82,701.99

Non-Public School Component

This component consisted of two parts: The Corrective Language Arts/ Math Program and the Junior Helping Hand Home for Children Program. The objective of the Title I Corrective Language Arts/Math Program was to improve the Title I students' comprehension, vocabulary, listening, mathematics, and geometric skills as measured by the SPA Assessment Survey and teacher made tests. One aide and a 0.6 FTE teacher were assigned to the St. Mary's Cathedral School. A 0.4 FTE teachers was assigned to St. Austin's School. The program strategy was to use a variety of instructional materials, audio visual equipment, small group instruction, and special classes in listening and comprehension skills. The objectives of the Junior Helping Hand Home for children were to improve the reading and comprehension skills of Title I children and to improve the children's feeling of self-worth. Title I students were at the home because they were wards of the Welfare Department or were placed at the home for other reasons. Junior Helping Hand Home was provided with a 0.5 instructional aide who planned and organized an individual study program for each student. As a supplement to the study program several field trips were taken to stimulate the use of language and reading skills and also to enhance social and emotional growth. The 1975-76 budget for the non-pulic school component was $12,541.

B. CONTEXT DESCRIPTION

Reading and Mathematics achievement performance of the students in the 1975-76 Title I Program schools is presented in Tables III-3 to III-5. Data were available for second and fourth grades from 1972-3 to 1974-5. Data were tabled for CAT Reading and Mathematics Total scores. In general the range of school-level median performance across years, grades, and context areas is from about 12th to 60th percentile of the national norm. The "average" performance for these schools tends to be about the 25th percentile on the national norms. This compares to the AISD average near the 50th percentile. Obviously, if figures for just Title I students were examined, the relatively low achievement in these schools would be even more evident. Specific comparisions among grades, subject-areas and years is beyond the scope of this section. The overall pattern is clear. In addition to achievement, information is presented on the following characteristics:

Membership: The number of students on the current roll of the school (including regular and special education students but excluding kindergarten students) averaged for the entire year.

Percent Attendance: The percentage of students on the current roll who actually are present (including regular and special education students but excluding kindergarten students) averaged for the entire year.

Pupil/Teacher Ratio: The average number of regular students per teacher in the school. Extreme caution is necessary in interpreting these figures.

% Low-Income Students: The percentage of students in the school's attendance area from low-income families.

Ethnic Distribution: The percent of enrolled students on October 1 who are Mexican-American (MA), Black (B), and Anglo (A).

Major Special Programs: Major programs bringing additional resources to a number of schools in the district and being implemented in this school.

Looking at 1975-76 data only, the 19 Title I schools include seven schools with about 80% or more Black students: Blackshear, Campbell, Maplewood, Norman, Oak Springs, Rosewood, and Sims. There are five schools with about 80% or more Mexican-American students: Allison, Brooke, Metz, Palm, and Zavala. Of the seven remaining schools, Becker, Dawson, Govalle, and Ridgetop are predominately Mexican-American schools; Ortega is predominately Black; and Mathews and Rosedale are schools with small minority populations. Thus, as a group the Title I schools are minority-isolated. In addition to being minority-isolated, they are also poor. Only three of the schools have less than 50% of their students from low-income families-and for these the percentages are 45%, 48%, and 49%. In fact the average percentage of low-income families is 82% and nine schools have 90% or more students from low-income families.

The average ADM (average daily membership) for these schools was 366 and ranged from 186 to 610. Average percentage attendance was 93% and ranged from 91 to 96%. The average pupil/teacher ratio (PTR) was about 22:1 with a range from 21:1 to 26:1. It should be noted that this relatively low PTR is the result of the district Pupil Teacher Ratio Reduction Program. The tables following also list, for each school the specific programs operating in them.

A careful reading of the achievement data and these additional characteristics, gives the context in which the Title I program operated.

Table III - 3: LONGITUDINAL SECOND GRADE ACHIEVEMENT DATA FROM TITLE I SCHOOLS (PAGE 1 OF 2).

	TOTAL READING						TOTAL MATHEMATICS					
	72-3		73-4		74-5		72-3		73-4		74-5	
SCHOOL	N	MD *	N	MD	N	MD	N	MD	N	MD	N	MD
Allison	134	23.0	129	18.0	120	15.0	133	28.0	131	21.0	121	13.0
Becker	115	26.0	127	26.0	112	28.0	113	38.0	127	26.0	109	38.0
Blackshear					74	28.0					74	26.0
Brooke					60	26.0					59	35.0
Campbell	108	16.0	75	12.0	50	26.0	107	15.0	88	8.0	65	10.0
Dawson	115	31.0	127	23.0	109	33.0	113	41.0	126	29.0	100	35.0
Govalle	110	28.0	92	23.0	81	46.0	109	32.0	91	38.0	78	38.0
Maplewood	79	28.0	69	47.0	58	47.0	77	38.0	67	35.0	56	50.0
Mathews	53	46.0	48	62.0	23	77.0	52	54.0	47	54.0	22	58.0
Metz	103	26.0	113	36.0	82	26.0	103	38.0	113	35.0	82	28.0
Norman	50	51.0	40	41.0	48	36.0	50	32.0	39	40.0	48	41.0
Oak Springs	85	23.0	122	12.0	101	16.0	86	26.0	128	15.0	99	15.0
Ortega					64	43.0					61	73.0
Palm	80	33.0	59	21.0	64	21.0	82	34.0	62	24.0	61	29.0
Ridgetop	54	18.0	44	26.0	21	64.0	56	21.0	44	15.0	21	24.0
Rosedale	43	51.0	50	67.0	36	60.0	43	75.0	50	50.0	36	54.0
Rosewood												
Sims	85	21.0	84	28.0	74	33.0	85	19.0	87	23.0	74	41.0
Zavala					57	33.0					57	29.0

* School-level median percentiles.

Table III - 3: LONGITUDINAL FOURTH GRADE ACHIEVEMENT DATA FROM TITLE I SCHOOLS (PAGE 2 OF 2).

	TOTAL READING						TOTAL MATHEMATIC					
	72-73		73-74		74-75		72-73		73-74		74-75	
SCHOOL	N	MD *	N	MD	N	MD	N	MD	N	MD	N	MD
Allison	124	23.0	144	14.0	132	18.0	126	24.0	144	12.0	127	14.0
Becker	140	23.0	148	20.0	140	24.0	139	23.0	141	23.0	138	19.0
Blackshear					84	16.0					83	14.0
Brooke					72	16.0					71	22.0
Campbell	67	25.0	74	22.0	90	14.0	69	24.0	85	14.0	74	9.0
Dawson	122	37.0	133	27.0	120	22.0	125	26.0	131	20.0	121	22.0
Covalle	128	27.0	91	16.0	98	18.0	128	22.0	93	14.0	93	14.0
Maplewood	73	39.0	69	27.0	74	29.0	74	29.0	72	23.0	75	20.0
Mathews	43	54.0	42	60.0	34	47.0	43	37.0	41	64.0	35	48.0
Metz	92	29.0	111	20.0	90	16.0	91	30.0	111	20.0	90	19.0
Norman	58	32.0	55	34.0	53	24.0	58	26.0	55	27.0	50	33.0
Oak Springs												
Ortega					62	12.0					59	16.0
Palm	100	21.0	41	14.0	78	14.0	100	20.0	41	20.0	37	20.0
Ridgetop	49	39.0	24	20.0	36	27.0	49	52.0	23	12.0	33	19.0
Rosedale	36	54.0	51	31.0	42	43.0	36	52.0	49	25.0	42	43.0
Rosewood	66	28.0	53	20.0	78	7.0	65	18.0	50	11.0	75	5.0
Sims	71	24.0	58	14.0	70	22.0	70	22.0	57	17.0	68	22.0
Zavala					51	22.0					51	16.0

* School-level median percentiles.

Table III - 4: SUMMARY OF ACHIEVEMENT DATA 1972-1975. MEDIANS REPORTED ARE THE MEDIANS OF THE MEDIAN QUARTILES REPORTED IN TABLE III-3.

	NUMBER OF SCHOOLS	MEDIAN	RANGE
SECOND GRADE READING			
72-3	14	27.0	16.0 - 51.0
73-4	14	26.0	12.0 - 67.0
74-5	18	33.0	15.8 - 77.0
SECOND GRADE MATHEMATICS			
72-3	14	33.0	15.0 - 75.0
73-4	14	27.5	8.0 - 54.0
74-5	18	35.0	10.0 - 73.0
FOURTH GRADE READING			
72-3	14	28.5	21.0 - 54.0
73-4	14	20.0	14.0 - 60.0
74-5	18	20.0	7.0 - 47.0
FOURTH GRADE MATHEMATICS			
72-3	14	25.0	18.0 - 52.0
73-4	14	25.0	18.0 - 52.0
74-5	18	19.0	5.0 - 48.0

Table III-5: INDIVIDUAL SCHOOL CHARACTERISTICS (Page 1 of 10)

ALLISON

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	846	669	688	605
PERCENT ATTENDANCE	91	90	91	92
PUPIL/ TEACHER RATIO (PTR)	27.6	22.5	23.1	21.5
% LOW-INCOME STUDENTS	82.93	76.40	80.96	85.85
ETHNIC DISTRIBUTION (%) MA:	80	80	80	81
B :	17	17	16	15
A :	3	3	4	4
MAJOR SPECIAL PROGRAMS	Title I Bilingual Migrant	Title I Bilingual PTR Reduced Migrant	Title I Bilingual PTR Reduced Migrant	Title I State Comp. Bilingual PTR Reduced

BECKER

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	729	729	663	610
PERCENT ATTENDANCE	91	89	91	92
PUPIL/ TEACHER RATIO (PTR)	27.1	23.3	23.4	22.6
% LOW-INCOME STUDENTS	61.66	71.24	74.55	80.07
ETHNIC DISTRIBUTION (%) MA:	69	65	69	73
B :	10	10	12	10
A :	21	25	19	17
MAJOR SPECIAL PROGRAMS	Title I Bilingual Migrant	Title I Bilingual PTR Reduced Migrant Com. Schools	Title I Bilingual PTR Reduced Migrant Com. Schools	Title I Bilingual PTR Reduced Com. Schools

Table III - 5: Continued (Page 2 of 10).

BLACKSHEAR

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	636	499	453	375
PERCENT ATTENDANCE	93	91	92	92
PUPIL/ TEACHER RATIO (PTR)	29.0	22.8	22.4	21.2
% LOW-INCOME STUDENTS	73.09	81.25	81.33	90.41
ETHNIC DISTRIBUTION (%) MA:	1	3	4	3
B :	99	97	96	97
A :	0	0	0	0
MAJOR SPECIAL PROGRAMS	Comm. Skills	PTR Reduced Comm. Skills	PTR Reduced Migrant Comm. Skills	Title I PTR Reduced

BROOKE

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	496	360	327	327
PERCENT ATTENDANCE	92	91	94	94
PUPIL/ TEACHER RATIO (PTR)	27.3	23.5	22.9	20.9
% LOW-INCOME STUDENTS	58.48	77.12	80.22	87.33
ETHNIC DISTRIBUTION (%) MA:	96	96	98	97
B :	1	1	0	1
A :	3	3	2	2
MAJOR SPECIAL PROGRAMS	Bilingual Migrant Comm. Skills	Bilingual PTR Reduced Migrant Comm. Skills	Bilingual PTR Reduced Migrant Comm. Skills	Title I Bilingual PTR Reduced

Table III - 5: Continued 3 of 10)

CAMPBELL

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	613	481	455	402
PERCENT ATTENDANCE	93	92	93	94
PUPIL/ TEACHER RATIO (PTR)	27.8	23.8	23.3	21.5
% LOW-INCOME STUDENTS	76.07	89.24	84.98	88.92
ETHNIC DISTRIBUTION (%) MA:	6	5	3	1
B :	94	94	96	98
A :	0	1	1	1
MAJOR SPECIAL PROGRAMS	Title I	Title I PTR Reduced	Title I PTR Reduced Migrant Right$_2$Read	Title I PTR Reduced Right$_2$Read

DAWSON

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	793	679	627	588
PERCENT ATTENDANCE	94	93	94	94
PUPIL/ TEACHER RATIO (PTR)	27.1	23.0	22.3	22.0
% LOW-INCOME STUDENTS	22.44	29.01	51.77	48.56
ETHNIC DISTRIBUTION (%) MA:	57	61	62	64
B :	2	4	5	6
A :	41	35	33	30
MAJOR SPECIAL PROGRAMS	Bilingual IGE	Title I Bilingual IGE PTR Reduced	Bilingual IGE PTR Reduced Migrant	Title I Bilingual PTR Reduced

Table III - 5: Continued (Page 4 of 10)

GOVALLE

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	683	691	639	599
PERCENT ATTENDANCE	93	91	91	92
PUPIL/ TEACHER RATIO (PTR)	27.3	22.6	23.0	21.9
% LOW-INCOME STUDENTS	56.86	79.20	76.97	91.80
ETHNIC DISTRIBUTION (%) MA:	67	69	71	72
B :	25	24	23	24
A :	8	7	6	4
MAJOR SPECIAL PROGRAMS	Title I Bilingual Migrant	Title I Bilingual PTR Reduced Migrant	Title I Bilingual PTR Reduced Migrant	Title I State Comp. Bilingual PTR Reduced

MAPLEWOOD

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	429	354	338	289
PERCENT ATTENDANCE	95	94	94	94
PUPIL/ TEACHER RATIO (PTR)	27.1	22.6	21.7	22.7
% LOW-INCOME STUDENTS	44.12	62.20	78.77	85.50
ETHNIC DISTRIBUTION (%) MA:	16	18	12	11
B :	72	70	77	79
A :	12	12	8	10
MAJOR SPECIAL PROGRAMS	Title I	Title I PTR Reduced	Title I PTR Reduced	Title I PTR Reduced Com. Schools

Table III - 5: Continued (Page 5 of 10)

MATHEWS

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	317	229	204	207
PERCENT ATTENDANCE	93	93	93	94
PUPIL/ TEACHER RATIO (PTR)	25.9	25.1	26.3	25.6
% LOW-INCOME STUDENTS	63.73	75.45	71.79	68.86
ETHNIC DISTRIBUTION (%) MA:	33	32	23	27
B :	15	14	10	12
A :	52	54	67	61
MAJOR SPECIAL PROGRAMS	Title I Migrant	Title I	Title I Right$_2$Read	Title I Right$_2$Read Com. Schools

METZ

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	651	541	505	425
PERCENT ATTENDANCE	92	91	92	93
PUPIL/ TEACHER RATIO (PTR)	28.0	22.7	22.7	21.2
% LOW-INCOME STUDENTS	62.41	78.98	82.09	89.86
ETHNIC DISTRIBUTION (%) MA:	96	98	98	98
B :	1	1	1	1
A :	3	1	1	1
MAJOR SPECIAL PROGRAMS	Title I Bilingual Migrant	Title I Bilingual ESAA PTR Reduced Migrant	Title I Bilingual ESAA PTR Reduced Migrant	Title I State Comp. Bilingual PTR Reduced

Table III - 5: Continued (Page 6 of 10)

NORMAN

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	337	284	272	263
PERCENT ATTENDANCE	96	96	97	96
PUPIL/ TEACHER RATIO (PTR)	26.9	21.3	21.3	21.8
% LOW-INCOME STUDENTS	50.14	69.07	79.07	90.56
ETHNIC DISTRIBUTION (%) MA: B : A :	2 98 0	2 98 0	1 99 0	2 98 0
MAJOR SPECIAL PROGRAMS	Title I	Title I PTR Reduced	Title I PTR Reduced	Title I PTR Reduced

OAK SPRINGS

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	342	350	316	256
PERCENT ATTENDANCE	93	90	91	92
PUPIL/ TEACHER RATIO (PTR)	29.3	22.5	22.4	22.4
% LOW-INCOME STUDENTS	80.82	88.38	86.86	92.65
ETHNIC DISTRIBUTION (%) MA: B : A :	6 94 0	6 94 0	11 89 0	6 94 0
MAJOR SPECIAL PROGRAMS	Title I	Title I PTR Reduced	Title I PTR Reduced Right$_2$Read	Title I ESAA PTR Reduced Right$_2$Read

Table III - 5: Continued (Page 7 of 10)

ORTEGA

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	530	402	344	347
PERCENT ATTENDANCE	93	91	93	94
PUPIL/ TEACHER RATIO (PTR)	25.4	23.1	22.7	22.6
% LOW-INCOME STUDENTS	66.43	80.27	79.84	91.64
ETHNIC DISTRIBUTION (%) MA:	36	37	39	36
B :	61	59	57	61
A :	3	4	4	3
MAJOR SPECIAL PROGRAMS	Bilingual Migrant Comm. Skills	Bilingual ESAA PTR Reduced Migrant Comm. Skills	Bilingual ESAA PTR Reduced Migrant Comm. Skills	Title I Bilingual PTR Reduced

PALM

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	552	419	366	363
PERCENT ATTENDANCE	88	89	91	91
PUPIL/ TEACHER RATIO (PTR)	26.0	23.9	21.9	22.0
% LOW-INCOME STUDENTS	84.21	82.35	88.18	96.33
ETHNIC DISTRIBUTION (%) MA:	97	98	97	94
B :	0	1	1	0
A :	3	1	2	6
MAJOR SPECIAL PROGRAMS	Title I Bilingual Migrant	Title I Bilingual ESAA PTR Reduced Migrant	Title I Bilingual ESAA PTR Reduced Migrant	Title I State Comp. Bilingual PTR Reduced

Table III - 5: Continued (Page 8 of 10)

RIDGETOP

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	272	213	179	186
PERCENT ATTENDANCE	95	94	94	93
PUPIL/ TEACHER RATIO (PTR)	28.0	24.3	25.3	23.6
% LOW-INCOME STUDENTS	32.50	51.83	61.54	47.72
ETHNIC DISTRIBUTION (%) MA:	42	34	46	49
B :	1	2	4	1
A :	57	64	50	50
MAJOR SPECIAL PROGRAMS		Title I Bilingual	Bilingual	Title I**

ROSEDALE

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	344	288	296	226
PERCENT ATTENDANCE	94	94	94	94
PUPIL/ TEACHER RATIO (PTR)	24.3	26.0	26.2	23.6
% LOW-INCOME STUDENTS	30.03	35.19	43.34	44.15
ETHNIC DISTRIBUTION (%) MA:	25	22	22	19
B :	2	3	4	3
A :	73	75	74	78
MAJOR SPECIAL PROGRAMS	IGE	Title I IGE	IGE	Com. Schools Title I

Table III - 5: Continued (Page 9 of 10)

ROSEWOOD

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	255	150	133	158
PERCENT ATTENDANCE	91	88	90	92
PUPIL/ TEACHER RATIO (PTR)	29.9	20.8	20.7	22.3
% LOW-INCOME STUDENTS	85.14	87.68	91.19	94.77
ETHNIC DISTRIBUTION (%) MA:	3	4	5	2
B :	97	96	94	98
A :	0	0	1	0
MAJOR SPECIAL PROGRAMS	Title I IGE	Title I IGE PTR Reduced	Title I IGE PTR Reduced	Title I ESAA PTR Reduced

SIMS

	1972-73	1973-74	1974-75	1975-76
MEMBERSHIP	527	423	425	399
PERCENT ATTENDANCE	94	93	94	94
PUPIL/ TEACHER RATIO (PTR)	28.9	24.0	23.0	21.4
% LOW-INCOME STUDENTS	59.08	42.23	83.98	88.88
ETHNIC DISTRIBUTION (%) MA:	6	6	7	7
B :	94	93	93	92
A :	0	1	0	1
MAJOR SPECIAL PROGRAMS	Title I	Title I PTR Reduced	Title I PTR Reduced Migrant	Title I ESAA PTR Reduced

Table III - 5: Continued (Page 10 of 10)

ZAVALA

	1972-73*	1973-74	1974-75	1975-76
MEMBERSHIP	498	404	368	328
PERCENT ATTENDANCE	93	92	93	94
PUPIL/ TEACHER RATIO (PTR)	26.8	22.4	21.5	21.9
% LOW-INCOME STUDENTS	84.24	90.51	89.72	92.52
ETHNIC DISTRIBUTION (%) MA:	92	91	90	92
B :	5	8	7	6
A :	3	1	3	2
MAJOR SPECIAL PROGRAMS	Bilingual IGE Migrant Comm. Skills	Bilingual IGE ESAA PTR Reduced Migrant Comm. Skills	Bilingual IGE ESAA PTR Reduced Migrant Comm. Skills	Title I Bilingual PTR Reduced

C. EVALUATION DESCRIPTION

The 1975-76 Title I Program evaluation was performed within the framework of the AISD CIPO Evaluation Model. CIPO defines evaluation as the process of delineating, obtaining, and providing useful information for decision making. To define which data will provide useful information critical questions were raised about student outcomes and instructional processes in the Title I program. Answers to these questions, based on the data collected assist decision-makers in finding better educational methods, selecting better instructional/materials and processes, and implementing better programs. Within this framework, the Title I evaluation was designed to serve three basic functions: accountability, process evaluation, and program planning.

The following timeline guided the accomplishment of the evaluation:

Date	Activity
September 1, 1975	Completion of evaluation design, including testing schedules.
October 31, 1975	Completion and dissemination to project schools of individual school reports detailing the 1974-75 evaluation results.
January 5, 1976	Completion of a comprehensive and systematic needs assessment for each school and the project as a whole.
Spring 1976	Completion of alternative project plans to investigate the relative merits of planned variations in service delivery.
April 30, 1976	Completion of an educational needs survey used for allocating Title I funds.
May 30, 1976	Completion of the Annual Evaluation Report of Programs Funded through ESEA, Title I.
June 30, 1976	Completion of the Final and Technical reports.

The basic purpose of evaluation is to provide useful information to decision makers. Therefore, the structure of the evaluation design was based upon the careful delineation of decision questions at the program and system level. The specific decision questions, along wtih the relevant findings are found in Chapter II. Organized within these decision questions are evaluation questions detailing the instruments and data sources used in answering the decision questions. The specific evaluation questions with their answers and supportive data are found in Chapter IV.

System-level decision and evaluation questions provide the district with information to make decisions on the continuation and/or direction of the Title I program components. These questions are designed to determine the most effective approach to remedial reading, future modification of the guidance component, the adequacy of the Title I Summer School program, and major improvements necessary in the Parent Involvement Component.

Program-level decision and evaluation questions provide program personnel with information detailing needed changes in the ongoing program. These questions included the appropriateness of emphasizing basic concept acquisition in Title I kindergarten classes, the continuation or modification of current remedial reading approaches, the provision of pre and inservice-training for Title I instructional staff, the utilization of Title I counselors, and the preparation of counselors for working with children from cultures different from their own.

For a complex program like Title I it is necessary to collect a large amount of data on a diverse set of criteria. A complete documentation on the timing and methods of data collection, analysis techniques, and persons responsible for administration, collection, computation, and analysis of the data is found in the 1975-76 ESEA Title I Evaluation Design (AISD's Office of Research and Evaluation Publication Number 75.03).

In general the following types of data were used in evaluating the Title I Program.

Components	Type of Data
Instructional	Standardized Achievement Tests California Achievement Test (1st - 4th) Boehm Test of Basic Concepts (K) Interviews and surveys

Guidance	Standardized behavior checklist (Devereux Elementary School Behavior Rating Scale) Attendance Data Interview and surveys
Parental Involvement	Parent interviews and surveys

Information was collected from Title I students, principals, learning coordinators, reading teachers, counselors, community representatives, aides, and parents and AISD teachers, counselors, and administrators. To accomplish the data collection and reporting, the Evaluation Component had the following budget.

Area of Expenditure	Title I Funds
Payroll Cost: Instruction	0
Instructional Related	65,897.83
Pupil Services	0
Materials and Supplies: Instruction	903.29
Pupil Services	
Purchased and Contracted Services	909.22
Other Operating Expenses	3,509.03
Community Services	0
TOTAL	71,224.37

IV
EVALUATION FINDINGS

A. EVALUATION QUESTIONS

1. Are short term (one year or less) gains in reading greater for students in one program than for those in others?

   ANSWER: No

   SUPPORTIVE DATA:

   Each Title I school, as documented in the interview data, had a relatively unique reading program. Therefore, each school was considered a separate "program". The evaluation question requires a school (program) to have performance which is consistently higher or lower than in other schools (programs). (Differences in student pre-test performance on the CAT among the schools were adjusted for in the analyses). A linear regression analysis was performed to determine if there were differences in the relative gains among Title I schools.

   Many differences were found; however, these differences were inconsistent (i.e., a school which had a high relative gain one year would have a low relative gain the next year or a school which was high at one grade level would be low at another grade level).

   We could find no evidence of any school (program) consistently outperforming any other (school program). The observed inconsistency must be accounted for by factors other than the reading program operating at the schools. Two possible factors are differences in the student populations served by each program (i.e., some schools tended to serve students whose scores on the CAT were low while others tended to serve students whose scores were appreciably higher) and the many changes in the type of reading program and the staff implementing them from one year to the next.

2. Are long-term (more than one year) gains in reading greater for students in one program than for those in others?

ANSWER: No.

SUPPORTIVE DATA:

A set of analyses identical to the one performed in answering evaluation question 1 above was conducted. The only difference was that the intervals between pre and post-tests were longer (i.e., extending more than one year). The results were the same. We could find no evidence of any school (program) consistently out performing any other school(program).

3. Does the Title I Instructional component meet its stated objectives (1st to 4th grade)?

i. Upon completion of the 1975-76 school year, Title I participants at the first grade level will demonstrate a basic knowledge of vocabulary by scoring an average grade equivalent within one month of that expected for students in the eighth month of first grade as measured by a single administration of the California Achievement Test (Vocabulary Subtest) in April, 1976.

ANSWER: No.

SUPPORTIVE DATA:

Form A Level I of the California Achievement Test was administered in early April, 1976. On the Reading Vocabulary Subtest for the 692 participants with valid posttest data (out of 1022 students in the first grade program) the posttest mean was 1.62 grade equivalents. The objective of 1.7 was not met. The distribution of scores follows.

Grade Equivalent Scores	Number of Pupils
0.5 to 0.8	161
0.9 to 1.2	79
1.3 to 1.6	102
1.7 to 2.0	160
2.1 to 2.4	110
2.5 to 2.8	41
2.9 to 3.2	24
3.3 or greater	15

ii. Upon completion of the 1975-76 school year, Title I participants at the first grade level will demonstrate a comprehension of words and sentences in reading by scoring an average grade equivalent within one month of that expected for students in the eighth month of first grade as measured by a single administration of the California Achievement Test (Comprehension Subtest) in April, 1975.

ANSWER: Yes.

SUPPORTIVE DATA:

Form A Level I of the California Achievement Test was administered in early April, 1976. On the Reading Comprehension subtest for the 652 participants with valid posttest data (out of 1022 students in the first grade program) the posttest mean was 1.65 grade equivalents. The objective of 1.7 was met (1.65 + rounds to 1.7). The distribution of scores follows:

Grade Equivalent Scores	Number of Pupils
0.5 to 0.8	118
0.9 to 1.2	72
1.3 to 1.6	99
1.7 to 2.0	180
2.1 to 2.4	87
2.5 to 2.8	50
2.9 to 3.2	30
3.3 or greater	16

iii. Upon completion of the 1975-76 school year, Title I participants at the second, third, and fourth grade levels will demonstrate a basic knowledge of vocabulary by scoring an average .8 months grade equivalent gain per month of instruction as measured by pre and posttest administration of the California Achievement Test (Vocabulary Subtest) in February, April, or October 1975 and April 1976.

ANSWER: No.

SUPPORTIVE DATA:

Data were available for the following samples on the California Achievement Test.

Grade Level	Number of subjects	Interval	Test
2	522 (out of 1052)	4/75 to 4/76	Level II Form A
3	624 (out of 913)	2/75 to 4/76	Level II Form A
	40 (out of 913)	10/75 to 4/76	Level II Form A
4	469 (out of 907)	4/75 to 4/76	Level III Form A
	25 (out of 907)	10/75 to 4/76	Level III Form A

The mean months of grade equivalent gain per month of instruction was .71 for second grade with 46% of the participants pre and post-tested meeting or exceeding .8 month grade-equivalent gain per month of instruction; .69 for third grade with 51% of the participant pre and posttested meeting or exceeding the objective; and .32 for fourth grades with 32% of the participants pre and posttested meeting or exceeding the objective. The distribution of these gain scores follows:

Months gain/Months Instruction	2nd Grade	3rd Grade	4th Grade
0.0 or less	94	111	203
.1 to .2	39	36	33
.3 to .4	49	62	39
.5 to .6	67	80	44
.7 to .8	57	67	29
.9 to 1.0	63	60	35
1.1 to 1.2	52	63	29
1.3 to 1.4	35	47	23
1.5 to 1.6	24	43	15
1.7 to 1.8	14	19	14
1.9 or greater	28	76	30

iv. Upon completion of the 1975-76 school year, Title I participants at the second, third, and fourth grade levels will demonstrate a comprehension of words and sentences in reading by scoring an average .8 months grade equivalent gain per month of instruction as measured by pre-and posttest administrations of the California Achievement Test (Comprehension Subtest) in February, April, or October 1975 and April 1976.

ANSWER: No.

SUPPORTIVE DATA:

Data were available for the following samples on the California Achievement Test.

Grade Level	Number of Subjects	Interval	Test
2	469 (out of 1052)	4/75 to 4/76	Level II Form A
3	616 (out of 913)	2/75 to 4/76	Level II Form A
	40 (out of 913)	10/75 to 4/76	Level II Form A
4	469 (out of 907)	4/75 to 4/76	Level III Form A
	24 (out of 907)	10/75 to 4/76	Level III Form A

The mean months of grade equivalent gain per month of instruction was .77 for second grade with 51% of the participants pre and post-tested meeting or exceeding .8 month grade-equivalent gain per month of instruction; .76 for third grade with 52% of the participants pre and post-tested meeting or exceeding the objective; and .57 for fourth grade with 43% of the participants pre and posttesed meeting or exceeding the objective. The distribution of these gain scores is:

Month gain/Month instruction	2nd grade	3rd grade	4th grade
0.0 or less	99	134	143
.1 to .2	34	50	40
.3 to .4	33	44	33
.5 to .6	35	51	39
.7 to .8	45	65	49
.9 to 1.0	33	59	50
1.1 to 1.2	50	58	26
1.3 to 1.4	41	43	28
1.5 to 1.6	21	32	24
1.7 to 1.8	19	26	13
1.9 or greater	59	94	48

4. Does the Title I Kindergarten-Instructional Component meet its stated objective?

Upon completion of the 1975-76 school year, Title I participants at the Kindergarten level will demonstrate a comprehension of basic concepts by scoring an average of 6.5 points gain between pre-post test administrations of the Boehm Test of Basic Concepts.

ANSWER: Yes.

SUPPORTIVE DATA:

The Boehm Test of Basic Concepts was administered early in September 1975 and again early in February, 1976. The total score pretest mean was 22.5 and the total score posttest mean was 35.3. This is based on 721 participants out of 932 students in the Kindergarten Title I program. Therefore, the 12.8 points gain exceeds the objective of 6.5 points. The distribution of the raw score gains is:

Raw score gain	Number of Pupils
0 or less	20
1-2	12
3-4	42
5-6	38
7-8	67
9-10	93
11-12	104
13-14	75
15-16	76
17-18	59
19 or greater	135

5. Does the guidance program meet its stated performance objectives:

1. 75% of the Title I students who received guidance services will demonstrate an increase in acceptable social behavior as indicated by pre- and post-ratings by their regular classroom teacher on a behavior checklist.

ANSWER: No.

SUPPORTIVE DATA:

The Devereux Elementary School Behavior Rating Scale (DESB) is a standardized behavior rating scale consisting of descriptions of overt behavior children might exhibit in a classroom setting. These behaviors are theoretically related to classroom achievement and adjustment. The teacher completing the scale assigns ratings reflecting the extent to which each child sampled from her class exhibits the behavior in question.

The items on the DESB do not provide a single overall measure, instead the ratings yield 11 separate clusters each representing a common dimension of classroom behavior. The following are examples of DESB behavior dimensions: Classroom disturbance (Example item: To what extent does the student poke, torment, or tease classmates?), Achievement anxiety (Example item: To what extent does the student show worry or get anxious about knowing the "right" answers?), and Comprehension (Example item: To what extent does the student get the point of what he reads or hears in class?).

Within each Title I school, classrooms were sampled from only two grades, either first and third, or second and fourth within each grade so sampled. No more than one-third of the Title I students were rated. This was done to reduce reporting demands on the teacher. Furthermore, those students who were rated were selected strictly at random by the Title I Evaluation staff.

The data summarized below indicate that less than 75% of the Title I students receiving guidance services demonstrated an increase in acceptable social behavior on any DESB scale.

Scale	% of students showing increase
Classroom Disturbance	52
Impatience	34
Disrespect-Defiance	25
External Blame	46
Achievement Anxiety	46
External Reliance	42
Comprehension	69
Inattentive-Withdrawn	42
Irrelevant-Responsiveness	49
Creative Initiative	73
Need Closeness to Teacher	64

6. Does the guidance program meet its stated performance objective:

ii. Title I students, in at least 60% of the Title I schools will demonstrate a 1% increase in attendance rate in Spring, 1976, over that of Spring, 1975.

ANSWER: No.

SUPPORTIVE DATA:

The Office of Child Accounting supplied the Title I schools six-week attendance for the 4th and 5th six-week periods of Spring, 1975 and 1976. Since individual Title I students' attendance was not available, school level attendance had to be used. Although the school level attendance data includes the 5th grade (excluded in the Title I program) and does not include kindergarten (included in the Title I program), it represents the best estimate of Title I student attendance available.

The data presented in the next two tables, suggest that there may have been a decrease in Title I students' attendance from Spring, 1975 to Spring, 1976 for the 4th six-weeks; there may have been no change in the Title I students' attendance from Spring, 1975 to Spring, 1976, for the 5th six weeks, had the individual student data been available.

ATTENDANCE DATA. The numbers are Child Accounting's Percent-Attendance figures from the 6-week reports for grades 1-5 of the school named.

School*	4th Six-Weeks		5th Six-Weeks	
	Spring 1975	Spring 1976	Spring 1975	Spring 1976
Allison	90	91	90	91
Becker	91	90	91	90
Blackshear	93	91	92	91
Brooke	94	94	94	92
Campbell	93	92	92	93
Dawson	93	92	93	93
Govalle	91	91	90	91
Maplewood	93	93	92	93
Metz	93	92	92	93
Norman	97	94	96	95
Oak Springs	92	91	91	90
Ortega	93	93	92	93
Palm	91	90	91	91
Rosewood	90	91	90	92
Sims	94	92	93	93
Zavala	94	92	93	93

* No data is given for Mathews, Ridgetop, and Rosedale since the percent of Title I students in these schools was below 40% of the school's enrollment.

ATTENDANCE DATA. Comparison of Spring 1976 figures with Spring 1975 by schools.

Change in Attendance	Number of Schools	
	4th 6-weeks	5th 6-weeks
+3%	0	0
+2%	0	1
+1%	2	6
No Change	4	4
-1%	6	4
-2%	3	1
-3%	1	0

7. To what extent do principals and teachers see a need for counseling services?

ANSWER: Principals and teachers nearly unanimously see a need for counseling services.

SUPPORTIVE DATA:

PRINCIPAL INTERVIEW

(1) Thirteen of the 14 Title I Principals who have counselors at their schools felt that the loss of their Title I Counselor would have a negative effect on the their school's program.

(2) All 14 principals stated that their counselor provided an essential service.

(3) When the principals were asked in what ways the Title I Counselors contributed to their Title I program the principals were able to name ten areas of contribution. Areas mentioned frequently were the counselors' work with students having discipline and emotional problems, their work with teachers and parents. Principals also frequently mentioned that their presence over and above that of an AISD counselor allowed more students to get counseling services.

TEACHER INTERVIEW

(1) All teacher-groups at schools with Title I Counselors answered "yes" to the question "Do you think that Counselors serve a useful purpose?"

(2) Teachers gave fifteen different ways that Title I Coundelors had been of help to them. The three most frequent ways cited were that the Title I Counselors provided counseling to Title I students (both group and individual), worked with the community, and worked with Title I parents, helping them acquire social services.

8. What proportion of the district PAC members attend each meeting?

ANSWER: Approximately one-third.

SUPPORTIVE DATA:

PARENT ADVISORY COUNCIL SURVEY

(1) According to the information supplied by the Parent Activities Specialist, the attendance for the four district meetings for the months February through May was from a low of 24% to a high of 42%. The average overall attendance for the four meetings was 33.5%. Ten of the 19 schools had 25% or less attendance at these meetings.

9. **How do Parent Advisory Council (PAC) members feel about the effectiveness of the PAC?**

ANSWER: Members of local PACs feel the PACs are ineffective and need more members. Members of the District PAC feel it is worthwhile and judge it positively on a number of criteria.

SUPPORTIVE DATA:

School PACs: PARENT ADVISORY COUNCIL SURVEY

(1) Eleven of the 19 PAC members answered no to the question, "Do you feel the PAC in your school is effective?"

(2) The most frequent response given by PAC members (eight out of 19) to the question, "What changes, if any, would you make in your PAC (school level)" was "Need more PAC members."

District PACs: PARENT ADVISORY COUNCIL SURVEY

(1) Fifteen of the 19 PAC members interviewed stated that going to District-wide Title I PAC meetings was worth the time and trouble.

(2) Fourteen of the 19 PAC members interviewed, stated that being on the District PAC had helped them learn more about the Title I program.

(3) Twelve of the 19 PAC members felt the PAC had significant input into program planning.

(4) Twelve of the 19 PAC members stated that their individual community representatives kept them well informed about the PAC activities.

(5) Fifteen of the 19 PAC members stated that their principals supported the PAC.

10. Does the Parent Involvement Component meet its stated performance objectives?:

60% of chronically absent (defined as four or more absences during the first nine weeks of school) Title I students with whom the Community Representatives work will demonstrate improved attendance, as indicated by missing no more than one-half as many days during the second and each succeeding nine weeks periods.

ANSWER: Cannot be answered.

SUPPORTIVE DATA:

(1) Chronically absent students were not identified at the beginning of the year and no records of "their" subsequent attendance kept. However, the Community Representatives were without supervision until January, when the newly appointed Community Representative/Parent Activities Specialist began to work with them.

11. Does the Parent Involvement Component meet its stated performance objectives?:

60% of a random sample of parents of Title I students will demonstrate increased support of Title I students' endeavors, as indicated by pre-and post-ratings on a Parent Questionnaire administered in October, 1975 and May, 1976.

ANSWER: No.

SUPPORTIVE DATA:

PARENT SURVEY

(1) Of an original random sample of 255 Title I parents, 139 parents (55%) completed both the pre and post Parent Survey. The results were:

Outcome	N	%
Increased in final rating	69	49.6
Decreased in final rating	70	50.4

12. What activities are the Community Representatives actually performing, what parent programs have they initiated, and what changes do they recommend for their role?

ANSWER: The Community Representatives appear to be performing varied and appropriate activities, no formal parent programs have been initiated, and additional training and changes in guidelines were seen as important improvements to be made.

SUPPORTIVE DATA:

Activities: PRINCIPAL INTERVIEW

(1) The 14 principalc who had Title I Community Representatives, named ten different activities that the Community Representatives performed in Title I program. The two most frequently mentioned activities were: getting parents involved in the program and serving as a source of community input.

Additional activities performed by the community representatives were: checking on absentees, working with local social service programs (providing shoe, clothing, and health services), making home visits, and providing transportation for sick children.*

Activities: COMMUNITY REPRESENTATIVE SURVEY

(1) The 15 Title I Community Representatives were able to name twelve specific duties that they performed at their individual schools. The three duties most frequently mentioned were: checking absenteeism, providing social services, and making home visits.

(2) Almost all the Community Representatives (13 of 14) had daily contact with principals, Title I counselors, Title I teachers, and the parents.

(3) All 15 community representatives kept some records on the services rendered to Title I children.

*Recently this was determined to be an inappropriate activity given certain laws.

Activities: TEACHER INTERVIEW

(1) The teachers named 15 different activities which community representatives performed. The three most frequently mentioned activites were: providing transportation services for ill students, checking about chronic absentees by going to their homes, and working with community social services.

Parent Programs: COMMUNITY REPRESENTATIVES SURVEY

(1) There was little evidence that Community Representatives initiated parent programs. It is important to note, however, that setting up parent programs was not in the Community Representatives' job description; they did help in conducting school-wide parent workshops but not in setting up formal parent programs.

Changes: PRINCIPAL INTERVIEW

(1) Thirteen of the 14 principals who had Community Representatives stated that the loss of their Community Representative would have a negative effect on their Title I program. Eleven principals (of 14) felt that a lessening of community support would be the result of such a loss.

(2) Seven of the 14 principals felt that the Community Representatives could be utilized more effectively if guidelines were more lenient and more students could be served. Six principals believed that the Community Representatives could be more effective if they had inservices on parent effectiveness and on agencies offering social services. Six principals felt that their Community Representatives were already working as effectively as possible.

Changes: COMMUNITY REPRESENTATIVES INTERVIEW

(1) Five of the 15 Community Representatives recommended that no changes be made on their jobs, three wanted to be able to transport sick children, three wanted to serve all the students in their school; and three half-time community representatives want to change their jobs into full-time positions.

(2) Five of the 15 Community Representatives saw no need for additional training, five wanted to learn methods of generating parental involvement; and four wanted to take courses in human relations.

(3) All the Community Representatives believed that the Title I parents had a positive attitude toward the role.

13. What problems do Title I staff members see with the current administrative structure?

ANSWER: The Title I administrator and coordinators saw problems with the current administrative structure which included:
Role definition for Title I Administrator
Lack of communication between Title I and other departments
Guidelines not being followed

SUPPORTIVE DATA:

(1) According to the Title I Administrator the job title, Title I Administrator, is a misnomer because the person assigned to this job does not have the power to actually administer the program. The role of the Title I Administrator is seen as a paperwork job by the central administration, and as a monitoring and provision of help position by the school administrators.

(2) The Title I Administrator felt that at the Adminstrator/Coordinator level the Title I program was understaffed.

(3) The Title I Administrator felt the weaknesses of the current Title I administrative structure were that the principals were either unsupportive or not aware of the guidelines, that the Title I administrative staff was not district paid, and that there was a lack of communication between Title I and other departments.

(4) The Title I Administrator stated that Title I should be an autonomous department, with a director like the Bilingual Program, and that the Coordinators should work out the Department of Elementary Education.

(5) The Title I Coordinators felt that the district considered Title I a low status project, and that there is a lack of coordination at campus level between the district and Title I personnel.

14. What problems do the principals see with the current Administrative Structure?

ANSWER: The principals saw problems with current administrative structure which included: lack of communication and coordination between Title I and AISD personnel and programs; lines of authority and responsibility in Title I administration.

SUPPORTIVE DATA:

PRINCIPAL INTERVIEW

(1) Six (of 15) principals stated that the current administrative structure for the Title I was good or adequate.

(2) Twelve (of 15) principals believed the position of Title I Administrator was important and ten principals felt that the Title I Coordinator positions were important.

(3) Eleven (of 12) principals believed that the Title I and AISD programs were not well coordinated, with eight principals stating that lack of communication was the biggest problem.

(4) Regarding the lines of authority and responsibility in the Title I administration, six (of 10 principals responding) believed that the lines were too vague and confusing, and that it was hard to ascertain who had more authority.

(5) When questioned on how costs should be handled by the Title I administration, five principals believed principals should have more flexibility in the spending of funds.

(6) Regarding coordination in the administration of Title I program, three principals of the nine responding, believed all Title I business should be funneled through the Title I Administrator, and three principals of nine responding saw a need to redefine the Title I positions and the authority delegated to each.

15. **Do Title I students who have attended summer school achieve at higher levels during the regular school term than do Title I students who have not attended summer school?**

ANSWER: No.

SUPPORTIVE DATA:

TITLE I SUMMER SCHOOL FOLLOW-UP STUDY

(1) Title I students who participated in the June, 1974 Title I Summer School program were matched with a comparison group of Title I students in the same schools and grades who did not participate in the 1974 Summer School program. Matching was done on the basis of the CAT Reading Total score. Since Title I students were tested twice during the 1974-75 school year it was possible to make comparisons using two different posttests--a short-term posttest, consisting of October, 1974, CAT score for all students in the study, and a long-term posttest, consisting of either February, 1975, CAT scores for students who were in third or fifth grades.*

The results of the study were unusually clear. There were no differences between Participant and Comparison students on any of the comparisons made for any CAT subtest (Vocabulary, Comprehension, or Total). On the next two pages tables show the results of the CAT comparisons (Participants vs. Comparison) of the third, fourth, and fifth grades, for short and long-term effects:

* Students who were in the first and second grades during the 1974-75 school year had not pretests and could not be included in the study.

LONG-TERM EFFECTS: 3RD GRADE

Group	Average Raw Scores					
	Reading Vocabulary		Reading Comprehension		Reading Total	
	Pre	Post	Pre	Post	Pre	Post
Participants	20.0	27.4	13.2	23.2	33.4	50.7
Non-Participants	20.0	27.9	13.2	22.3	33.4	50.2

LONG-TERM EFFECT: 4TH GRADE

Group	Average Raw Scores					
	Reading Vocabulary		Reading Comprehension		Reading Total	
	Pre	Post	Pre	Post	Pre	Post
Participants	21.3	12.7	14.8	14.1	36.2	26.8
Comparison	21.3	13.0	14.8	14.9	36.2	27.9

LONG-TERM EFFECTS: 5TH GRADE

Group	Average Raw Scores					
	Reading Vocabulary		Reading Comprehension		Reading Total	
	Pre	Post	Pre	Post	Pre	Post
Participants	12.7	18.5	14.7	19.6	27.3	38.1
Comparison	12.7	18.6	14.7	19.9	27.3	38.6

SHORT-TERM EFFECTS: 3RD GRADE

	Average Raw Scores					
	Reading Vocabulary		Reading Comprehension		Reading Total	
Group	Pre	Post	Pre	Post	Pre	Post
Participants	20.0	21.5	13.3	17.2	33.5	38.5
Comparison	20.0	22.0	13.3	16.1	33.5	38.6

SHORT-TERM EFFECTS: 4TH GRADE

	Average Raw Scores					
	Reading Vocabulary		Reading Comprehension		Reading Total	
Group	Pre	Post	Pre	Post	Pre	Post
Participants	21.5	9.8	15.3	12.6	36.7	22.2
Comparison	21.5	10.0	15.3	13.9	36.7	23.9

SHORT-TERM EFFECTS: 5TH GRADE

	Average Raw Scores					
	Reading Vocabulary		Reading Comprehension		Reading Total	
Group	Pre	Post	Pre	Post	Pre	Post
Participants	12.7	14.4	14.7	17.0	27.3	31.4
Comparison	12.7	14.5	14.7	17.5	27.3	31.9

16. Does the summer school staff judge that the summer school program was adequately implemented and of benefit to students?

ANSWER: The summer school staff judged the program to be well implemented. The staff believed the greatest benefits to be in social studies and affective areas.

SUPPROTIVE DATA:

Implementation: TITLE I SUMMER SCHOOL QUESTIONNAIRE

(1) According to the Summer School staff, the overall rating of the adequacy of implementation of the different summer school components was "Mostly Adequate." This was the next to the highest possible rating on a scale with five categories going from "Completely Inadequate" to "Completely Adequate." There was very little difference in perceived adequacy among the components.

(2) All 30 staff who returned the Title I summer school questionnaire believed summer school should be continued. Sixteen persons believed summer school was an enrichment activity for the students.

(3) When asked what things should be continued, dropped, or improved in the Title I summer school program the only two categories mentioned more than a few times were that field trips should be continued and planning should be done earlier.

Benefits: TITLE I SUMMER SCHOOL QUESTIONNAIRE

(1) The greatest perceived area of benefit was social studies achievement and related affective areas: social behavior, self-concept, and attitude toward school. The summer school staff saw relatively less benefit in the area of reading and much less benefit in the area of mathematics. Reinforcing the conclusion of the these ratings were the nominations for other areas of benefit and greatest benefit. Here field trips, social development, and the bicentennial were cited frequently. "Field trips" was the most cited category for "other areas of benefit" (15 of 30) and "greatest benefit" (12 of 30).

17. Is there a relationship between knowledge of concepts and reading readiness?

ANSWER: Yes

SUPPORTIVE DATA: Boehm Test of Basic Concepts/Metropolitan Readiness Test (MRT)

(1) The results of the pre and post-Boehm test administered to Title I Kindergarten students (Fall 1974, Spring, 1975) were compared with the results of the Metropolitan Readiness Test administered to the same Title I students as first graders (Fall, 1975). A systematic sample (every eighth student) was selected from a list of all the Title I Kindergarten students who took the Spring, 1975 Boehm. This yielded a sample of 73 students. Of these 73 students, 47 had taken the MRT. First a correlation coefficient was computed on the pre-and post-Boehm scores. Then correlation coefficients were computed for the students having pre-Boehm scores and MRT scores and for students having post-Boehm scores and MRT scores. The following table show the results:

Tests	Coefficient of Correlation	Number of Cases
Pre-Boehm with Post Boehm	r = .71	65
Pre-Boehm with MRT	r = .75	43
Post-Boehm with MRT	r = .61	47

The predicted score on the MRT which corresponded to the mean score (36) on the post-Boehm was 52. This score was at the 44th percentile based on national norms.

18. How do Title I Instructional Staff describe and judge their work responsibilities and adequacy of their training?

ANSWER: (Because of the complex question, see the specifics below.)

LEARNING COORDINATOR: Description of Responsibilities

Title I principals named ten ways that Learning Coordinators had contributed to their schools, including: organizing and coordinating the reading laboratories, ordering and distributing materials, helping teachers with instruction, and monitoring the progress of individual Title I students. The Learning Coordinators themselves indicated spending about 50% of their time in direct instruction and only 7% in consulting with teachers and 2% in classroom observations. Ten Learning Coordinators conducted inservices and seven had plans for math programs. Each Learning Coordinator devised and used different reading programs.

LEARNING COORDINATOR: Assessment of Responsibilities

Nine of the 15 Title I principals believed the Learning Coordinators were working as efectively as possible and 11 believed that the loss of their Learning Coordinators would have a negative effect on their program. Nearly all the Learning Coordinators themselves believed they could use additional help and suggested changes in their role. Overall, nine of the 14 Learning Coordinators viewed their labs as adequate.

LEARNING COORDINATORS: Adequacy of Training

The highest nominated area for additonal training by Learning Coordinators are clerical and supervision skills related to the paperwork demands of their job.

READING TEACHER: Description of Responsibilities

Title I principals named five ways that the Reading Teachers had contributed to their schools including identifying the reading levels of Title I students, improving the reading scores and attitudes of the students, lessening the teachers' workload and increasing individualization. The Reading Teachers indicated providing six to nine periods of direct instruction and handling from 60 or less to 150 student per day.

19. What are the current levels of training of Title I instructional staff members?

ANSWER: Both Learning Coordinators and Reading Teachers tended to have or be working on Master's Degrees; aides' training relied more on inservice education.

SUPPORTIVE DATA:

LEARNING COORDINATOR

Five of the 14 Learning Coordinators had Master's degrees and five more were currently working on Master's degrees.

Nine of the 14 Learning Coordinators had some course work in learning disabilities.

Ten of the 14 Learning Coordinators reported attending numerous inservices. The total number of inservices attended ranged from 1 to 14.

READING TEACHER

Five of the 16 Reading Teachers had Master"s degrees and four were currently working on Master degrees.

Five of the 16 Reading Teacher had some courses in learning disabilities and two had course work on reading difficulties.

INSTRUCTIONAL AIDE:

25% (11 of the 52) aides reported having inservice training sessions at least once a month, and an additional 33% reported having inservices but not very often.

20. What areas of need for more training are perceived by Title I instructional staff?

ANSWER: The specific areas cited in the supportive data.

SUPPORTIVE DATA:

LEARNING COORDINATOR INTERVIEW

The following areas of training were suggested by at least 20% of the Learning Coordinators as important in improving their effectiveness:

Clerical skills
Supervision/Management courses
Courses on Behavior Modfication
Learning Disabilities courses
Cultural awareness courses
Reading courses above classroom level

READING TEACHER SURVEY

The following areas of training were suggested by at least 20% of the Reading Teachers as important in improving their effectiveness.

Reading Specialist Certification
Learning Disabilities courses
Courses in Behavior Modification

INSTRUCTIONAL AIDE SURVEY

The following areas of training were suggested by at least 20% of the Instructional Aides as important in improving their effectiveness:

Teaching Skills
Classroom Management

21. Is there a positive relationship between self-concept and reading achievement?

ANSWER: No.

SUPPORTIVE DATA:

A sample of third grade students (1974-75) in Title I, Title VII, and what at that time were IGE and IGE comparison schools was selected. Their Reading Total score on the April 1975 California Achievement Test was used as a dependent variable in a regression analysis using their October 1974 CAT Reading Total score and Piers-Harris self-concept scale as covariables among other variables in the regression modes. The Piers-Harris was not found to be a significant predictor of reading achievement.

Note: In reality the analyses were far more complex than the above paragraph suggests. (A more complete treatment could not be presented here but may be available in a separate publication at a later date).

22. Are there discrepancies in the manner in which counselors, principals, and teachers view the role of counselors.

ANSWER: Only in the teachers' perceptions of counselors, and these discrepancies are not large. The overall consistency is far more apparent than the minor discrepancies.

SUPPORTIVE DATA:

COUNSELOR INTERVIEW

When the Title I Counselors were asked to indicate the percentage of time spent in various categories of work, the responses given varied. For example, in the category working with teachers, the range for total time spent on this activity was from 5% to 39%. Nearly all categories had large ranges. This means that some counselors were spending a lot of time on an activity on which other counselors were spending minimal time.

ROLE PERCEPTION SURVEY

The Role Perception Survey revealed that Title I Counselors perceived their role very similarly. On only four of the 44 specific activities included in the survey, did more than 50% of counselors disagree. But even in these four cases the counselor only disagreed on whether they were performing the activities, not whether the activities were appropriate.

There was only one activity on which principals and counselors disagreed. There was more disagreement between the teachers' and counselors' perception of the counselors' role. The counselors reported five activities the teachers were not aware of, and the teachers attributed four activities to the counselors, that they did not perform.

According to the Role Perception Survey there was very little indication that the Title I Counselors were performing activities which were not appropriate.

According to the Role Perception Survey there was surprising consistency among the principals, counselors, and teachers in identifying activities not currently done by the Title I counselors which would be desirable to do.

23. Is there any role conflict between the AISD and Title I Counselor?

ANSWER: Probably not.

SUPPORTIVE DATA:

Only six of the 14 school with Title I Counselors also had an AISD Counselor. In these six schools three of the Title I Counselors believed they did more work than their AISD counterpart. However, four stated no problems existed between the counselors; two found problems in sharing space and clerical work. There even could be an advantage in having two counselors: Two Title I Counselors stated that students get more services and one stated that counselors could reinforce each other.

Because there were only six schools with both counselors and because there were few items probing this evaluation question, the supportive data should be considered as <u>suggesting</u> an answer, but not providing a conclusive answer.

24. Do counselors feel comfortable working with minority group children?

ANSWER: Yes

SUPPORTIVE DATA:

Counselor Interview

All 14 Title I Counselors stated they had an adequate knowledge of the social and cultural conditions of their students; 12 believed they knew these conditions very well.

All 14 Title I Counselors stated they felt comfortable working with their school's students and parents.

25. Are there differences in student behavior problems in schools in which the counselor is of a different ethnic background from that of most students, and those schools in which the counselor's background is similar to that of the majority of students?

ANSWER: No.

SUPPORTIVE DATA:

A carefully planned sampling procedure using the DESB* was employed to answer the evaluation question. Ratings were done by second and fourth grade teachers in eight Title I schools had a majority of Black students and an Anglo counselor, two schools had a majority of Mexican-American students and a Mexican-American counselor, and two schools had a majority of Mexican-American students and an Anglo counselor.

Within each of the classrooms sampled, no more than one-third of the Title I students were rated. This reduced the reporting demands on the teacher. Those students who were rated were selected strictly at random by the Title I Evaluation Staff.

Comparisons were made between schools in which the counselor was of the same ethnicity as the majority of students and schools in which the counselor was a different ethnicity. For each of the 11 DESB scales two major comparisons were made: differences in student behavior for Black vs. Anglo counselors (in Black schools) and Mexican-American vs. Anglo counselors (in Mexican-American schools). When all 44 necessary statistical tests were performed (4 effects x 11 scales)** only three significant findings occured. These are best interpreted as chance results. The conclusion is that counselor ethnicity is not related to changes in acceptable student behavior.

* For a description of the DESB, see evaluation question 5.

** The necessary statistical tests included one main effect (counselor ethnicity), two first order interactions (grade level x counselor ethnicity and school ethnicity x counselor ethnicity) and one second order interaction (grade level x school ethnicity x counselor ethnicity).

26. Do counselors perceive a need for more training in this area (relating to students from a different ethnic background than their own)?

ANSWER: No

SUPPORTIVE DATA:

The counselors reported various areas that they desired more training in to help them relate to students from different ethnic background. "Language" is the only area where even as many as one-third of the counselors perceived a need for training.

This is not to say counselors would not "like to know more about" aspects of other cultures. About one-third of the counselors indicated an interest in learning about the history and language of cultural groups. However, there is no persuasive data indicating a need from their point of view.

27. Is the program meeting its stated performance objectives?

ANSWER: No

SUPPORTIVE DATA:

The only area where the program had definitely met its stated objective in the Instructional component is at the Kindergarten level. Here the objective on gains in basic concepts, as measured by the Boehm Test of Basic-Concepts (see evaluation question 4), has been met. At the first grade level the instructional component nearly met its objecitve of a gain of 1.7 grade equivalents on the California Achievement Test April, 1976 (see evaluation question 3). Also, at the second and third grade levels the objectives of .8 grade-equivalent monthly gain per instructional month in reading vocabulary and comprehension were also nearly met (see evaluaton 3). At the fourth grade level these objectives were definitly not met.

The Guidance and Parental Involvement components did not meet their objectives at all. On the basis of the Devereux Elementary School Behavior Rating Scale and attendance data, there was no evidence that students served by the Guidance Component improved in their acceptable social behavior or increased in school attendance (see evaluation questions 5 and 6). On the basis of Parent Surveys and the total lack of data on chronic absenteeism, there was no evidence of the effectiveness of the Parental Involvement Component (see evaluation questions 10 and 11).

READING TEACHER: Assessment of Responsibilities

Six of the ten Title I principals with Reading Teachers believed their Reading Teachers were working as effectively as possible and nine believed that the loss of their Reading Teachers would have a negative effect on their program. Twelve of the sixteen Reading Teachers believed they could use additional help. A change suggested by one-third of reading teachers was to have the freedom to adapt their reading program to their individual school needs. Ten of the sixteen Reading Teachers viewed their reading lab as adequate and all believed their materials to be adequate.

READING TEACHER: Adequacy of Training

The areas most frequently suggested for additonal training by the Reading Teacher were: reading specialist certification, learning disabilities courses, and behavior modification courses.

INSTRUCTIONAL AIDE: Description of Responsibilities

The fourteen Title I principals with aides named seven ways the Instructional Aides had contributed to their Title I program including: helping individualization by lowering the adult-pupil ratio, helping teachers with instructional tasks, allowing teachers more planning time, preparing materials, helping in reading labs, helping with the implementation of the program and serving as a buffer between parents and teachers. Eighty-five percent of the aides indicated spending 75% of their time in direct instruction and 25% in preparing materials.

INSTRUCTIONAL AIDE: Assessment of Responsibilities

All of the 14 Title I principals with aides believed that the loss of their aides would have a negative effect on their program. Three suggestions were made by the principals as ways of increasing aide effectiveness: more inservices to increase the aides' involvement in the instructional area, more lenient guidelines, and hiring aides could work unsupervised. Ninety-two percent of the aides felt that they were being used to their capacity.

INSTRUCTIONAL AIDE: Adequacy of Training

Sixty-five percent of the aides wanted additional training in job related areas, i.e., teaching techniques, classroom management, and additional academic training, but only 58% indicated a need for additional training.

28. Should the requirement that students must be served in an instructional component before they may receive Title I Support Services, be continued?

Does the enforcement of this requirement cause measurable harm to overall program?

ANSWER: Cannot be determined from the data collected.

SUPPORTIVE DATA:

COUNSELOR INTERVIEW

(1) According to the six Title I Counselors who answered this question, the guidelines keep them from working with some children who really need help; place the counselors in awkward position where they must forego the guidelines in order to maintain credibility and respect from teachers; cause the teachers and parents to be resentful; keep them working with fifth grade; and causes breaks in rapport with children who see their friends getting counseling services that they can not get.